GENDER DYNAMICS OF EDUCATION: A STUDY OF KULLU DISTRICT IN HIMACHAL PRADESH

A

SYNOPSIS

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INTRODUCTION

Education is a fundamental human right. Every child is entitled to it. It is critical to our development as individuals as and as societies and It helps pave the way to a successful and productive future. When we ensure that children have access to a right-based, quality-education that is rooted in gender-equality, we create a ripple effect of opportunity that impacts generations to come.

Education enhances lives. It ends generational cycles of poverty and disease and provides a foundation for sustainable development. A quality basic education better equips girls and boys with the knowledge and skills necessary to adopt healthy lifestyles, protect themselves from HIV/AIDS and other sexually transmitted diseases and take an active role in social, economic and political decision-ma king.[1]

In addition, a rights based approach to education can address some of societies' s deeply rooted inequalities .These inequalities condemn millions of children, particularly girls to a life without quality education and therefore a life of missed opportunity.

EDUCATION FOR EQUALITY AND EMPOWERMENT

A major change in the last few decades has been the recognition of the centrality of education in the struggle to achieve women's equality and empowerment. The close connection between education and development, the seed to take a holistic view of the issue and the need

[1] http://en.wikipedia .org.com

for convergence of literacy and education as well as other related service so as to effect efficiency and improve the economy are acknowledged by the policy makers services, so as to effect efficiency and improve the economy are acknowledged by policy makers.

The wond dedication is education for all, adopted in 1990 at Jomtien, Thailand, had made universalizing access and promoting equity one of its main objectives.

The overall picture of girls and women's education is one of limited opportunity, numerous obstacles and questionable quality and relevance. Available evidence suggests that an explicit policy focus on female education is amply justified on the basis of equity, economic productivity and social benefits.[2]

At the time of Independence, India's education system was not only small but also characterized by intra and inter-regional, as well as structural its-balances. An education is linked with the totality of the development process, several Articles in the Constitution emphasized certain key principles which would underline the educational system in the country. The Directive Principles contained in Article 45 enjoined that the State shall endeavour to provide within a period of 10 years from the commencement of the constitution, compulsory education for all children until they complete the age of 14 years. As envisaged by the Education Policy of 1968, a broadly uniform pattern of education emerged all over the country. The National Policy of Education (NPE) of 1986, updated in 1992 is a land-mark in Indian education. What the policy proposes is a dual track approach designed to promote simultaneously adult literacy and

[2] Fourth World Conference on Women, Beijing, 1995 Country Report, GOI, Deptt. of Women & Child Development, Ministry of HRD.

primary education, with a focus on girls and other disadvantage groups. It postulates integration of gender perspectives in all aspects of planning. There is a pronounced policy shift from all equalization of educational opportunity to education for women equality. it enjoins that the education should play a positive interventionist role in the empowerment of women, foster the development of new values through revised curricula and text books, provide systematic training and orientation of teach-era, decision makers and administrators all through the active involvement of educational institutions. The removal of women's ilUteracy and obstacles inhibiting their access to and retention in education are given an overriding priority.

In the post Independence period, literacy rates have shown a substantial increase. Female literacy has also increased: During the decade 1981 to 1991, female literacy increased at a faster rate than male literacy. Nonetheless, it is matter of concern that the rural-urban differential in literacy increased in 1991. Roughly, the literacy rate for women is at the same level as that of men three decades ago. There are also wide regional variations between States like Kerala and Rajasthan. The regional concentration of male illiteracy in highlighted by the fact that 155 out of the 247 districts where female literacy rates are lower than the national average, are concentrated in the four States of Uttar Pradesh, Madhya Pradesh, Rajasthan and Bihar, Removal of gender and regional disparities is therefore basic to any effort to achieve universalisation and full literacy.[3]

[3] Fourth World Conference on Women, Beijing. 1995 Country Report, GUI. Deptt. of Women & Child Development, Ministry of HRD.

As with other educational indicators, regional and gender disparities are conspicuous in regard to enrolment and retention. Girls

enrolment has grown at the primary stage and urrer primary stage. The rate of growth of enrolment of girls has been higher than that of boys but disparities still persist. The drop-out rates of girls of the primary and upper primary stage are higher than that of boys.

GENDER DYNAMICS OF EDUCATION

With the declaration of education as human right[4] and its inclusion in United Nation's Millennium Development goal's its importance has increased manifold. United Nation's Goal no. 2 stands for universal primary education, boys and girls' by 2015. The Goal no. 3 of Millennium Development goal talks about gender equality. So it becomes utmost important to evaluate the educational development of girls' at various levels i.e. quantitative and qualitative.

Gender dynamics of education is to study about girls' participation in these quantitative and qualitative indicators. The quantitative indicators which ensure girls' participation in educational institutions are enrollment, outturn, dropout, educational facilities, literacy rate and total stock of educated women.

In enrollment the four parameters will be discussed broadly i.e. enrollment at primary level, upper primary level, secondary level and higher secondary level educational facilities are accessible to girls or not etc.

Infrastructure facilities means the what kind of infrastructure is to available in various co-educational instructions for girls' i.e. facilities of separate

[4] Universal Declaration of Human Rights (UDHR) 10 Dec. 1948 at Falislied Cliaillot, Paris.

girls' toilets etc. and qualitative measures include what impact education has on the quality of life of girls'/women's.

Thus, gender dynamics of education in this study implies that what is administrative attitude towards girls' education, implementation of policies and other provisions based on gender.

EDUCATION IN INDIA

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshasila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modem sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the union and states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.[5] India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately three fourths of the population. India's improved education system is often cited as one the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in

[5] http://en.wikipedia.org.../education.in

India is merely 5% although in terms of value was estimated to be worth $ 40 billion in 2008 and had increased to $ 68-70 billion by 2012.

However, India continues to face stern challenges. Despite growl ig investment in education, 25% of its population is still illiterate; only 15% of Indian students reach.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or Ph.D. degree.[6]

As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. In India education system is not based on pure merit, but it's based on caste based reservations. In Universities/Colleges/Institutions affiliated to federal government there is minimum 50% of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has minimum 83.33% of reservations as on 2012, which is highest percentage of reservations in India.

[6] http://en.wikipedia.org.../education.in

WOMEN'S EDUCATION IN INDIA

The number of literate women among the female population of India was between 26% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.30/0 in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.[7]

Sita Anantha Raman outlines the progress of women's education in India:

Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programs for midday meals, free books, and uniforms. This welfare thrust raised primary enrollment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula increased funding for schools, expansion in the numbers of schools, and policy improvements Emphasis placed on expanding girls occupational centers and primary education, secondary and higher education; and rural and urban institutions The report tried to connect problems like low school attendance with poverty and the I dependence on girls for housework and sibling day care The National Literacy

[7] www.ungei.org./

Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much the earlier. Therefore, at the secondary level, female dropout rates are high.[8]

Sita Anantha Raman also maintains that while the educated Indian women workforce maintains professionalism, the men outnumber them in most fields and, in some cases, receive higher income for the same positions.

The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside of home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth.

In India, it was found that there is a large disparity between female literacy rates in different states. For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55-60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states

[8] http://en.wikipedia.org.com

with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban areas is also significant in India. Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent.

The participation of women in technical and professional streams has shown marked increase from a little over 6000 in 1950-51 to 1.46 lakhs in 1986-87, which is an increase of 23 times. There has been a noticeable growth in the number of women students in the Engineering and Technology and Polytechnics. As against 40 women students in 1950-51 (0.3%) the numbers rose to 16.67 thousand in 1986-87 (7.7%) and 78.3 thousand in 1993-94 (13.1)[9].

The same trend extends to other professional courses such as law, medicine and management. There are a large number of exclusive women's colleges and universities which seek to play a distinct gender sensitive role, which is important in a largely traditional society such as India's. There are women's study centres and cells in selected Universities and Colleges. These centres have been envisaged as a trinity of knowledge building, action at the societal level and commitment to gender issues to bring about gender equity and justice. The University Grants Commission has set up 22 centres in Universities and 11 cells for women's studies in selected colleges. The centres have, since 1986, acted as catalytic agents, within the framework of higher education, through research, training, extension, documentation and information sharing for social change and empowerment of woman. As these

[9] Fourth World Conference on Women, Beijing, 1995 Country Report, GOt, Deptt. of Women & Child Development, Ministry of HRD.

centres and cells have been particularly impactful, there is a greater need to have similar arrangements in all Universities and many more colleges in the country. There is also a need to locate adjunct resource centres in a least one university in each state to network, coordinate as well as service the requirements of the women's study centres and cells. Such steps will be valuable in breaking prevalent gender biases and furthering an understanding of women's needs and perspectives, through mainstream structures.

Another important initiative has been that of the University Grants Commission in creating posts of part time Research Associateships for women in Science and Humanities, including social sciences, Engineering and Technology.

Greater involvement of women in the Distance Education System and Open Universities is also likely to considerably extend the outreach of the educational infrastructure. Use of the electronic media to disseminate gender inclusive and gender sensitive educational programmes is also contemplated and being currently pilot tested.

Vocational education is a distinct stream, intended to prepare students for indentified occupations. The involvement of girls in vocational programmes is extremely vital. Efforts are made to encourage girls to learn new emerging skills and technologies. Programmes with emphasis on entrepreneurial skills for employment in micro-enterprises are also made available to them.[10]

The National Vocational Training Institute for women and 8 Regional Vocational Training Institutes provide advanced skills in selected trades with

[10] www.un.org./educational

high employment potential. To augment the existing strength of Industrial Training Institutes, (ITIs), 100 new it is and women's wings are being set up.

The Condensed Course for Educational and Vocational Course for adult women aims at providing new vistas of employment through continuing education and vocational training for women and girls who drop-out from the mainstream educational system.

Career counseling is also being actively promoted to ensure that the skills acquired by girls and women are appropriately utilized by them.

Girl's and women's education are now squarely on the development agenda. In order that these are translated into reality, wide societal awareness is needed to be generated and consolidated. It is only then that the unfinished tasks can be taken up with a sense of urgency. While the impetus will come mainly from the Government, support needs to be provided by non-governmental and strong private organizations who have vast experience, especially at the micro level. Education is a valued investment not only in human capital, but for the future of the country.

Government has identified the urgent priorities as being related to the following aspects:

- access to, and improved quality of education for girls and women,
- removal of obstacles that hamper active participation in education of girls and women, and
- elimination of gender stereotyping in education.

The gap between boy's and girl's participation in education is in essence, the problem of the girl child. The disparity, particularly in the rural areas, reflects the social attitude to the girt-child. While the solution to this

problem does not lie entirely in the educational system, education can certainly play a positive role of social engineering in the improvement of her status.11[11]

The constraints to girl's education relate to demand and supply factors. The demand factors are related inter alia, with poverty situations, where the family is not in a position to beat the direct and opportunity costs of girls schooling, as well as social and cultural traditions deriving from low status, early marriage, poor health, poor nutrition and future job market discrimination. On the supply side, are the realities of insufficient school places for girls, distant location of schools, inflexible timings, irrelevant and gender insensitive curricula, lack of female teachers etc.

Both demand and supply side inventions are thus called for to improve girls' participation. These interventions need to be attitudinal as well as monetary. The main demand side interventions so far, have been programmes for awareness generation among girls and women and various incentive schemes which reduce the direct cost of education among girls and women and various incentive schemes which reduce the direct cost of education such as hostel facilities, uniforms, textbooks, stipends, attendance allowance and stationary grants. The main supply side interventions have been gender desensitization of the education system and its functionaries so that gender concerns are reflected across the board, in all educational programmes, more particularly in the areas of basic education.

The other important intervention is related to recruitment of more female teachers. The proportions of female teachers have been increasing

[11] Report, National Status of Women (1971-74).

gradationally. In 1986-87, 40.2% of the primary school teachers were women as compared to 15% in 1950-51. The corresponding proportions for the upper primary stage were 30.92% and 15% respectively. Under the Operation Black Board, 59% of the teachers appointed were women. There is however, a concentration of women teachers in urban areas and interstate disparities are sharp. The problem is basic as rural girls do not get as far as secondary education to become eligible for entry into primary teachers training Institutions. In 1986-87 for every 100 rural girls in class I only I was in class XII.

Another supply side intervention is in the form of non-formal education programmes. Under the of non-formal education programmes. Under the scheme 90% assistance is given for non-formal centres run exclusively for girls. The scheme has recently been revised so as to provide more facilities for educating girls by increasing their ratio of centres exclusively for girls from 25% to 40% of the total.

Several innovative initiatives have been attempted to provide replicable models for enhancing girls' woman's involvement in literacy and education. Among the most successful is "Mahila Samakhya" which literally means men and women's equality through education. It is conceived as a women's empowerment process which does not aim to deliver services, but seeks to bring about-changes in women's perspectives about themselves and that of society in regard to women's traditional roles. It endeavours to create an environment for women to: seek knowledge and information in order to make

informed choices and create circumstances in which women can learn at their own pace and rhythm.[12]

The programme is being implemented in 14 districts spread over 4 States of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. The basic unit of the programme is a "sangha" or village level women's collective. The "sangha" includes the poorest women in the village, most of them from socially disadvantaged groups. The majority are ii-literates. The key programme functionaries are "sahayoginis" who provide resource support to the women's groups. Inputs are specially designed to meet the specific needs articulated by the "sangha".

As women become more aware of the comple web of factors which have deprived and marginalised them they begin to identify the ability to read and write as a skill which can contribute to the process of their empowerment. The issue of literacy is thus integrated with other issues crucial for the group. They may be the problem of drinking water or legal remedies for woman's problems. In this sense, the programme has been seen as a major breakthrough and is taken as a valid model for adoption by other programmes for women's literacy.

Government has also set up a National Literacy Mission (NLM). The objective, in quantitative terms was, to start with, to impart functional literacy to 80 million adult illiterate persons in the age group of 1535 (30 million by 1990 and an additional 50 million by 1995). This target has since been revised to making 100 million-persons literate during the Eighth Plan The wave which started with the Southern and Eastern States has extended to all parts of the country.

[12] Fourth World Conference on Women, Beijing, 1995 Country Report, GOI, Deptt. of Women & Child Development, Ministry of H RD.

The important characteristic of the Total Literacy Campaigns (TLCs) organized under the Mission-are that they are area specific, time bound, volunteer based, cost effective, and outcome oriented.

An evaluation of these "Campaigns by an Expert Task Force has shown that they have successfully promoted social and economic integration. Another major strength has been the impassive participation of women in larger numbers than men belying all earlier assumptions about their disinterest in literacy and education. Women were found to be much-more confident, more articulate and more assertive after going through the TLCs. The impact of women's' mobilization was found to be at the heart of the success of the campaign. In this manner, they prepared themselves as active participants in the cumulative process of change and took charge of their lives.

Other successful innovations in women's education are the "Lok Jumbisi, "Shiksha Karmi Project" (Education workers' project) in Rajasthan and the Foster Child Scheme in Maharashtra.

Within the formal structures of education, too, important programmes have been introduced of which a few illustrations are provided. The District Primary Education Project (DPEP) has been launched in 42 districts over 7 states of Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu, Kerala and Madhya Pradesh. It seeks to operationalise the strategies of decentralized planning in order to universalize elementary education. One of the conditions for selection of districts is that it should be educationally backward with female literacy below the national average. DPEP had a well defined gender focus and incorporates a component of women's empowerment through education as well as special interventions for girls.

Efforts are made to ensure that at least 1/3rd of the students in 'Navodaya Vidalayas' (Model schools) and 'Kendriya Vidyalaya's' (Central Schools) are girls.

Education is free in Government schools for girls up to class XII, and in all schools upto class VIII in Punjab, Manipur, Rajasthan, Uttar Pradesh, Delhi, Meghalaya and Chandigarh. In Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Karnataka, Mizoram and Lakshadweep it is free in all schools upto secondary stage. In Goa, Jammu & Kashmir, Kerala, TirpUra, West Bengal and Andaman and Nicobar Islands, Pondicherry, Gujarat, Madhya Pradesh, Daman and Diu, Dadra and Nagar Haveli and Sikkim it is free in all schools upto 'Class X11.

The efforts of the private and voluntary sector in promoting girl's and women's education in the country are significant and have been widely acknowledged.

India has a massive system of higher education. According to the latest data available from the Central Education Department, there are 196 University level Institutions serving 4.3 million students. The enrolment of women students at the beginning of the year 1993-94 was 16.64 lakhs as against 15.94 lakhs in the previous year. This is an increase of more than 4 times since independence. At the post graduate level the enrolment of women was 35.1% of the total enrolment. The enrolment fineries was the highest in Kerala (53.4%) and lowest in Bihar (16.9%). Notwithstanding these disparities it is clear that the proportion of women's enrolment is being bridged at a fast rate. Their performance levels have also been highly satisfactory.

EDUCATION IN HIMACHAL PRADESH

The Stare is committed to provide education to all. The concerned efforts of the Govt. have put Pradesh as one of the leading state in educational literacy. According to 2011 census Himachal Pradesh has a literacy rate of 83.73%. Male/female literacy rate differs considerably in the state as it is 90.83% for male and 76.60% for female.[13]

[13] Economic Survey of Himachal Pradesh 2013.

REVIEW OF LITERATURE

Latika Menon[14] the present compilation of materials under the title women empowerment and challenge of change attempts to furnish the basic parameters of women's development issues in the context of awareness, emancipation social status, sexual liberation and professional achievement. Thus the compilation includes well-written papers, articles, reviews and excerpts ,including documentary substance , and extends over areas of current interest; life ,transition and development ,women's education and the development effort, women in the corporate world; women, society and empowerment.

Usha Sharma and B.M. Sharma[15] in Women and professions stated that India has heralded a new chapter in the field of female education. With the attainment of independence, revolutionary changes were made in the field of women's education, which in turn meant equalising the status of women with men. The first five year plan stated that 'the general purpose and objective of women's education cannot be of course, different from the purpose and objectives of men's education. At the secondary and even at the university stage, women's education should have a vocational or occupational basis.

Latika Menon[16] in Gender issues and social dynamics attempts to bring together papers, articles, essays, discussion notes and excerpts that serve to highlight gender issues and social dynamics within which all efforts have to be

[14] Menon Latika, Women Empowerment and Challenge of Change, Kanishka Publishers, Distributes, Delhi, Second Edition, 2008.

[15] Sharma Usha & Sharma B.M., Women and Profession; Commonwealth Publishers, New Delhi, First Edition, 1995

[16] Menon Latika, Gender Issues and Social Dynamics: Kanishka Publishers, Distributes, First Published, 1997.

made in the crucial area of women's development. The volume also presents in its entirety, the government policies and initiatives in the direction.

Bhat Yashoda, Mangala C.N.[17] in Beyond the Threshold; Indian Women on the move focuses on the women in various field i.e. women and science, women and education, women and medicine, developmental programmes for women. The book elucidate that whichever way one looks at it, the priorities for women's development have long been literary, education, vocational training and employment. The present is a compilation of these various issues.

Wal. S., Banerji Shruit[18] this joint venture has been taken as an academic exercise to provide an overall view on issues and problems related to women's development at micro problems related to women's development at micro as well as macro level including the valuable contributions from social scientists, planners & administrators to present a more comprehensive view on the subject. The book included the challenges of women's education and education as a means of equal treatment.

Rajput Pam & Swarup Hem Lata[19] the book women and globalization encompassing experiences, reflections and struggle of schools/activists from four continents deals with the most critical concerns of the last decade of the twentieth century which may skill over to the twenty-first unless some real transformation comes about. It focuses attention on the IMF/WB structural adjustment conditionalities imposed on debtor nations and their adverse impact on women in particular and the 000r in general.

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[17] Bhat Yashoda, Mangala C.N., Beyond the Threshold: Indian Women on the move, B.R. Publishing Corporation, Delhi- 110052.

[18] Wal. S., Banerji Shruti, Women and Globalization, SARUP & SONS, New Delhi- 110002, 2007.

[19] Rajput Pam & Swarup Hem Lata; Women and Globalization Reflections, Options and Strategies; Ashish Puljlishine House New Delhi- 110026 (India) 1994.

Neera Desai & Usha Thakur,[20] confined to women and women related issues, the book makes a concerted effort of present the status of Indian women against the ever-changing social, economic, political and academic backgrounds. Tracing the history of the women's major issues and actions thrown since the 19th century, the book provides on insight into the complex nature of work contributed by women, their educational status, their contribution in organized and unorganized sectors, their political participation, legal status, their position in the family and outside world, and some of the emergent issues. Specially published on the occasion of 'women's empowerment year, 2001 the book is a worthy contribution in the field of gender and social studies.

Thakur Savita Joshi[21] in this book it has been concluded after screening the theoretical controversies and establish the empirical evidences with respect to the demographic, educational, economic, social and political indicators prevailing in the rural economy under study, that economic development of a region alone does not help in the elevation of the status of women which is enshrined in the social and cultural values. For the removal of inequality based on sex and discriminatory practices against the women, we have to shift our focus on values on the society and culture instead of depending entirely on the economic growth models and high growth rates of income or per capita income. The status of women can be elevated only when they will be made economically socially and psychologically independent in the society.

[20] Desai Neera & Thakur Usha, Women in Indian Society, National Book Trust, India, 2004.

[21] Joshi Thakur Savita, Women and Development. The Changing Scenario; Mittal Publications New Delhi, First Edition, 1999.

Kumud Sharma,[22] the paper reviews the evolution & development of women's studies in contemporary India from the 1970's to the present. It begins by highlighting the sense of crisis experiences at the very onset of women's studies due to the pressure of multiple agendas and the lack of history to build on. In spite of such problems, the end of the decade of (he 1970s also witnessed, convergences between, for instance, sections of the women's movement & women's studies, while the subsequent decade of the 1980's was a time of institutional legitimization & growth in the field. The essay concludes by recognizing new sources of crisis as well as fresh challenges at the turn of century.

Vimala Ramachandram[23] this article traces the path taken in India towards more rigorous & nuanced analysis of gender & equity issues in elementary education. It argues for the need to go beyond counting numbers of girls & boys enrolled or completing school & delves into the in school, family and community issues that facilitate or impede successful school, completion. Based on research studies & evaluations the article argues for a nuanced and textured analysis of gender & social equity issued that influence educational outcomes as well as frame educational opportunities available to girls & two children from socially disadvantaged groups the article explores methodologies to capture overt & subtle forms of discrimination & exclusion in schools the unique feature of this article is that it explores the systemic factors that hence inhibited access & learning & explores research methodology adopted to capture the voices of children in schools & these who are out of school.

[22] Sharma Kumud, Indian Journal of Gender Studies (July-Dec. 2002) Women's Studies & Higher Education: The Troubled Journey.

[23] Virnala Ramachandram, Indian Journal of Gender Studies Special Editors: Evaluating Gender & Equity Guest Editors: Katherine Hay Ratna M. Sudarshan & Ethel Mender.

Malini Sur[24] placing women's right to education within an essentially andocentric international legal framework, this article underpins various legal and social constraints that deter the translation of his right into a lived experience thoug1 international law illustrates education lucidly, especially in conjunction with non discriminatory provisions & emphasis non-derivability. Its implementation is dampened by feeble state obligations. Contrasts are drawn between the human rights discourse, which largely propounds claims on behalf of the dispossessed and the neo-liberal regime, which distances human agency & action. Drawing briefly on constitutional provisions, progressive judicial interpretations and people's movements for education, this article nevertheless cautions that despite assertions to the contrary. India is still slotted at risk in not reaching minimal thresholds in gender parity. Claims are made to retain the hegemony of this right as an agentive discourse, rather than as one which slots marginalized women as were statistical references discounting their subjugation and struggles.

John Simister and Judith Makeuriec[25] this article studies domestic voidance between husband and wife in India, and attitudes to domestic violence. We use the term 'gender-based violence' because some men use violence to control their wives. Data from the demographic and Health Survey 1998-2000 has been analysed. This survey includes women in the ages of 15 to 49, in 26 Indian States. We focus only on violence by husbands against wives, ignoring other types of violence (such as a wife being hit by evidence in this paper is consistent with previous research indicating that paper is consistent with

[24] Malini Sur, The Indian journal of gender studies Vol. II, No. 3, Sept. Dec. 2004, Women's Right of Education A Narrative on international law.

[25] John Sirnister and Judith Makowiec, Indian Journal of Gender Studies: Vol. 15, No. 3, Sept.-Dec. 2008.

previous research indicating that gender-based violence is very prevalent in India. It seems likely that it is related to whether such violence is seen as acceptable in the perpetrators family and in the local community. We suggest that there are similarities between the behaviour of some Indian men and the 'machismo' values reported in other cultures (especially in Latin America). We confirm previous claims that violence is less common if women and men are well educated; we also note that acceptance of domestic violence appears to be related to the respondent's education level. Thus, we encourage the Government of India to prioritise education for both boys and girls.

Dutt Shshmila[26] this article examines the efforts being made by the government and others concerned about the education of adolescent girls left out of the formal educational system in India. The Attenuate Learning System (ALS) has proved more useful and relevant than the regular govt. elementary school because there are transformatory inputs that help to shape the girls thinking analytical skills and confidence. Yet, even this does not ensure that girls convert their educational resources into tangible gains. Searching for solutions, the article then examines the capability approach (CA) that conceptualizes education as enhancing individual capability. Girls would require support from an inclusive economic environment, enabling social attitude and effective governance structures.

The article therefore urges that unless state and society proactively work to put these supports in place, girls will be unable to convert their knowledge and skills towards achieving a better, quality of life.

[26] Indian Journal of Gender Studies, Vol. 17: Sage Publication; Dutt Sushmita, Girls Education as Freedom.

The present paper examines the founding movement of women's studies in India, namely, the 1970s. It investigates the unique impulses that made women's studies possible, which predated the official recognition of women's studies as field of study within the university system institutions such as the Indian council of social science research as well as me women's movement were critical plays in this complex process. The paper goes on to discuss a major lacema women studies, namely, its pedagogical dimension. Indeed, the absence of information or discussion of feminist pedagogic strategies within higher education could be one of the chief handles currency impairs a critical assessment of the undoubtedly significant role that women's studies has played.

Sushma S.R., Bhatt B.D.,[27] in his book a broader agreement on the view that education is a key factor in the political, economic and social development of a society. Women form a very important segment of a society. The third world countries have realized the importance of the social development of women in the overall development India has made great strides in the this book examines the efforts made by Govt. of India in the field of social development of women through education

Chandrasekhar Rajkumair,[28] this book is a collection of the papers presented at the similar revised and edited has been re-arranged under three broad heads-women and education, women and employment and women and society. The seminar on women's studies sponsored by the University Grants Commission and organized by Madras University. The seminar aimed to create

[27] Sharma SR., Bhatt B.D., Women Education and Social Development, Kanishkya Publishing House, 1992.

[28] Chandrasekhar Rajkurnari, Women Resources and National Development a perspective Gaurav Publishing House, New Delhi, 1992.

an awakening among women as well as among men of multi- dimensional role women could play in society, emphasizing the need fore the education of women & social justice.

Townsend Gabriel Janet,[29] this book puts the power back into 'development' for workers in non-government organization and for women's studies, in rich as well as poor countries. A major re-evaluation of ideas about power, this book throws new light an empowerment by showing how women can do & do take power into and over their and lives.

Desai Tripta,[30] in his book Desai presents that the status of women depends upon economic proves, the extent of a women's access to education largely determines her position in the hierarchy of prestige. Education also plays a significant role in changing the general societal attitude toward women with education; both men & women can develop their personalities, thus enabling them to fulfill their economic, political and cultural functions. Education helps remove inequality of sexes. So crucial is education that it ranks as one of the human rights in the constitution of UNESCO.

Blumberg Lois Rhoda,[31] what kinds of options are crated for Indian women when they attain higher education? How are they constrained by traditional rose expectations governing marriage, education & work? How do they react to their changing roles? These are some of the questions the authors try to answer in this book. They combine the findings of their 196-67 study of

[29] Townsend Gabriel Janet. Zanata Emma, Rowland's Jonna, Alnerti Pilar. Mercado Mausa. Women Power: Fighting Patriarch/es and Poverty, Zed Books, London, New York, 2000.

[30] Desai Tripta, Women in India, Munshiram Manohartal Publishers Pvt. Ltd., 1997.

[31] Blumberg Lois Khoda, Dwaraki Leela, India's Educated Women: Options and Constraints Hindustan Publishing Corporation (India) Delhi, 1980.

Bangalore women graduates & Post graduates with new data obtained a decade later.

Gray Hester,[32] Hester gray is one of the greatest living experts and the subject of the education and progress of the Indian women of our own day. In this book gray states that the idea that girls should receive education outside their own homes had never found a place in Indian life. It was taken for granted and the same was true of England at the beginning of the 19"' century, that girls could acquire all that was necessary home surroundings. The infiltration of western ideas on the rights of girls to be educated was a challenge to Indian apathy.

In response to the sorry state of affairs in the arena of education, the executive heads of UNESCO, UNICEE, UNDID and the World Bank convened the world conference on education for all in Jomtain, Thailand to draw attention to the importance and impact of basic education and to forge a global consensus and commitment to provide basic education for all.

Deniz Kandiyoti[33] argues that systematic comparative analyses of women's strategies and coping mechanisms lead to a more culturally and temporally grounded understanding of patriarchal systems than the unqualified, abstract notion of patriarchy encountered in contemporary feminist theory. Women strategize within a set of concrete constraints, which I identify as patriarchal bargains. Different forms of patriarchy present women with distinct "rules of the game" and call for different strategies to maximize security and optimize life options with varying potential for active or passive resistance in the face of oppression. I w o systems of male dominance are contrasted: the sub-Saharan

[32] Gray Hester, Indian Women and the West Zenith Press, London.
[33] Deniz Kandiyoti, Bargaining with Patriarchy.

African pattern, in which the insecurities of polygyny are matched with areas of relative autonomy for women, and classic patriarchy, which is characteristic of South and East Asia as well as the Muslim Middle East. The article ends with an analysis of the conditions leading to the breakdown and transformation of patriarchal bargains and their implications for women's consciousness and struggles.

Naila Kabeer[34] the positive findings suggest that education brings about change in a number of different ways. Firstly, it has certain effects at the level of individual cognition and behaviour. These are relevant to all marginalized groups in society because they promote agency as 'the power to'. Secondly, it improves access to knowledge, information and new ideas as well as the ability to use these effectively. These changes apply to young These processes of change may occur across generations as mothers seek to give their daughters the chances that they themselves never had men as well as young women, but the former are more likely to also be exposed to new ideas and possibilities through their wider contacts with the world outside family and local community. The way education opens up new ideas may underlie the positive association between women's education and family welfare noted in the previous chapter.

Naila Kabeer[35] this paper pulls together various criticisms of the neoclassical household model, from both within and outside the field of economics in order to move towards a more empirically-relevant approach to household analysis. Starting with the pure "Beckerian" household, the paper utilises empirical data from a variety of cultural contexts in order to contest the neo-classical claim to

[34] Naia Kabeer, Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, A handbook for policy-makers and other stakeholders.

[35] Nala Kabeer. Gender production and well-being: rethinking the household economy institute of development studies, Brighton, Sussex BNI 9RE England, May, 1991.

"transcultural" explanations of human behaviour and organization. It then goes on to examine "bargaining" approaches to the household which have evolved to counter the early emphasis on the conflict-free nature of household relations. The work of Amartya Sen in this area is explored through more detailed case-material from Bangladesh and the Gambia and reformulated in the light of this discussion. The final section moves towards an alternative more disaggregated framework for conceptualizing the household on the grounds that it is more likely to go generate culturally-sensitive research, and information that has greater relevance to policymakers. Subordination of women to men is prevalent in large parts of the world.

We come across experiences where women are not only treated as **Suranjita Ray**[36] states subordination to men but are also subject to discriminations, humiliations, exploitations, oppressions, control and violence. Women experience discrimination and unequal treatment in terms of basic right to food, health care, education, employment, control over productive resources, decision-making and livelihood not because of their biological differences or sex, which is natural but because of their gender differences which is a social construct. "Sex is considered a tact - one is born with either male or female genitalia. Gender is considered a social construction - it grants meaning to the fact of sex. Conversely, it could be said that only after specific meanings came to be attached to the sexes, did sex differences become pertinent" (Geetha, 2002: 10). Gender based discriminations and exploitations are widespread and the socio-culturally defined characteristics, aptitudes, abilities, desires, personality traits, roles, responsibilities and behavioral patterns of men and

[36] Suranjita Ray, Human Rights Gender & Environment, University of Delhi.

women contribute to the inequalities and hierarchies in society. Gender differences are manmade and they get legitimized in a patriarchal society. This paper attempts to link the theoretical dimensions of patriarchy with its empirical experiences to engage in the ongoing debates and discussion on patriarchy which manifests itself in various forms of discriminations, inequalities, hierarchies, inferior status and position of women in society. Thus it is important to understand patriarchy in terms of its multiplicity, complexities and dynamics.

Rao Bhaskara Digumarti,[37] in response to the sorry state of affairs in the arena of education, the executive heads of UNESCO. UNICEF. UNDP and the world bank convened the world conference a education for all in Jorntain, Thailand to draw attention to the importance and impact of basic education and to forge a global consensus and commitment to provide basic education for all.

SELECTION OF PROBLEM

Himachal Pradesh has quite impressive data's as far education of women is concerned. But the aim of the present study is to find out the qualitative and quantitative changes in women's live. The aim of the study is to behold that what changes education has brought in the lives of women with respect to socio, economic and political indicators. A time period from 1991 to 2011 has been selected for the entire study.

District Kullu's two valleys (Siraj valley and Kullu valley) have been selected, as Kullu is a 'land of Gods' accustomed by various customs and traditions. These prevailing customs and traditions forms a part of

[37] Rao Bhaskara Digumarti, World Conference on Education for all, A.P.H. Publishing Corporation New Delhi, 2002.

uninstitutionalised patriarchal set up which has to an extent acted as a deterrent for girls' education and their development.

The aim of the present study is also to find out that what is the perspective of people with regard to women's education. The government has implemented a number of educational policies i.e. Sarva Siksha Abhiyan, Mid Day Meal Scheme, Saakshar Bharat Programme and many more. A lot of evaluation and research of these policies have been done but very few have studied the impact of these policies as far girls are concerned as a class. So the aim of the present study is to find out the impact and effect of implementation of educational policies with respect to gir!s. The study further tends to explore what more needs to be done in education for girls in Himachal Pradesh.

SCOPE OF THE STUDY

The universal declaration of human rights regards education as one of the basic rights of every human being.[38] In Millennium Development Goals, Goal No. 2 is to achieve universal primary education, girls and boys by 2015. United Nation is also focusing on eliminating gender disparity in primary and secondary education. United Nation global education first initiative (GEEI)[39] aims to raise the political profile of education strengthens the global movement to achieve quality education and generate additional and sufficient funding through sustained advocacy efforts. These developments have indicated the importance of education in empowering girls.

[38] Universal Declaration of Human Rights (UDHR) 10 Dec., 1948 at Falished Chaillot, Paris.
[39] www.un.org/millennumgoals/

A lot of studies[40] have been done on women's education in other Indian states but little has been done in district Kullu in Himachal Pradesh.

The study will prove beneficial for further framing of educational policies and the implementation of these policies down to grassroot level. The study will also tried to get the dominant reasons which are making policies ineffective to that an extent. The study will cite the impact of education on social and economic status of women. It will also suggest changes which are sought in educational policies and measures to change the perspective of people to girls' education.

UNIVERSE OF THE STUDY

For studying the impact of education on women, district Kullu has been selected (of the state of Himachal Pradesh) as the locus of our study. Out of 5 blocks Nirmand, Ann,, Naggar, Banjar and Kullu three blocks, Anni (outersiraj), Banjar block (innersiraj) and Kullu block from Kullu valley has been selected as the universe of our study.

Three blocks i.e. Anni,Banjar and Kullu have been selected as the universe of our study. In Siraj valley there are two Siraj i.e. Outersiraj and lnnersiraj. Out of the two blocks of Outersiraj (Nirmand and Anni) one block i.e. Anni has been selected as it has been declared a backward region. One block i.e. Banjar has been selected from lnnersiraj. And the third block i.e. Kuilu Block has been selected from Kullu Valley. Therefore, three blocks Anni (Outersiraj)

[40] (1) Kapoor Mandira, Women and Family Life Education in India; Print well Publishers Jaipur, 1986.
(2) Sharma S.R., Bhatt B.D., Women's Education and Social Development, Kanishkya Publishing House, 1992.
(3) Sharmila N, Dhas, Albert Christopher, Development of Women Education in India.

and Banjar (Innersiraj) from Siraj Valley) and Kullu Block from Kullu valley has been selected as the universe of our study.

HYPOTHESIS

That due to educational policies and their implementation there is qualitative and quantitative improvement in the lives of women in Himachal Pradesh,

OBJECTIVE OF THE STUDY

1) To examine the educational policies and budgeting in relation to women education upto grassroot level in Himachal Pradesh.
2) To study the implementation of educational policies at grassroot level in Himachal Pradesh.
3) To examine the economic and social impact of education in women's life.
4) To give further suggestions for improving the implementation of educational policies.

CHAPTERIZATION

The present study will be divided into following chapters:

Chapter - I	Introduction
Chapter - II	Education amongst girls'/women's at the grassroot in Himachal Pradesh.
Chapter - III	Implementation of educational policies upto grassroot level in Himachal Pradesh with the focus on gender
Chapter- IV	Women's education and Economics and social impact of education on women.
Chapter - V	Conclusions and suggestions

RESEARCH METHODOLOGY

In order to achieve the above mentioned object of the present study, data will be collected through both primary and secondary sources.

Primary Sources:

The primary data will be collected through field survey with the help of structured questionnaire which will be introduced to girls of various age profile upto upper primary level, secondary level and higher secondary level. The structured questionnaire will also be introduced to teacher's of various public schools among the three blocks Anni, Nirmand and Banjar. To collect remaining information from other respondents (general public) interview and observation methods will be used.

Secondary Sources:

The secondary data will be collected from published and unpublished sources. The published material consisted of related books, journals, websites, acts, official records and various administrative reports of the state govt. and the department. The data will also be taken from unpublished documents consisting of M. Phil and Ph.D. research work related to present study.

SAMPLING PROCEDURE:

For the present empirical investigation distt. Kullu (of H.P. State) has been selected as the zone of our study. There are five development blocks in Kullu distt. Viz. Anni, Banjar, Kulfu, Naggar and Nirmand out of which 1 block of outersiraj i.e. Anni and one block of innersiraj i.e. Banjar and 1 block from i.e. Kullu block has been selected from Kullu valley on the basis of random sampling.

The total size of the sample will be consisting of 900 respondents divided into 3 groups.

The first group will be of 100 girls each from 3 blocks of various are profile. 25 girls from upper primary level, 25 girls from secondary level and 50 girls from higher secondary level will be selected randomly each block selected for the study.

The second group will constitute teachers of concerned public/govt. school. Total 300 (teachers) respondents will be selected across three blocks Nirmand, Anni and Banjar and out of these 300 respondents 150 female teachers will be selected as respondents randomly.

The third group will constitute general public of the concerned villages. Total 300 respondents will be selected from this group i.e. 100 from each block.

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